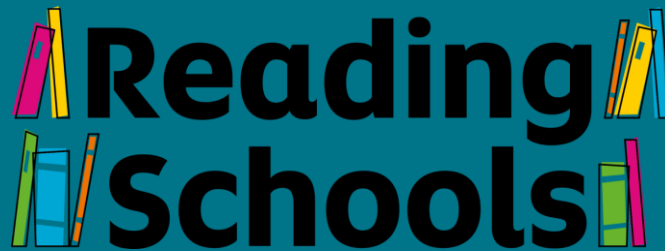


Staff as readers

A shared practice event

Thank you for joining us. The webinar will begin shortly.



Today's session

- Joining us today:
 - Liam McCallum, Reading Schools Project Manager

Special guests:

- ★ Dr Jennifer Farrar, University of Glasgow
 - ★ Brian Conaghan, author
 - ★ Sarah Keirs, Marr College
- Session outline:
 - Why does **staff readership** matter?
 - The Reading Schools framework
 - Presentation and interviews with our guest speakers
 - Breakout discussion
 - Feedback
 - Further support and resources
 - Questions



Why does staff readership matter?

‘... has the potential to impact on young people’s attitudes, motivations and their journeys as readers and writers, supporting them in developing positive identities as young literacy and language users.’

[\(Cremin 2021\)](#)

‘... personal engagement and reflective involvement as adult readers helped them to re-consider the nature of reading and the experience of being a reader...’

[\(Collins, Cremin, Mottram et al 2009\)](#)

‘... teachers’ professional knowledge can come into being through the interaction of subject knowledge, school knowledge, pedagogical understanding and experience.’

[\(Banks, Leach and Moon 1999\)](#)



Reading Schools Framework

Key area 1.2.3: Staff being seen as readers themselves

CORE

Staff sharing the things they enjoy reading, staff across the school demonstrate how they are readers themselves, the normalisation of reading for pleasure as an activity for everyone.



Reading Schools Framework



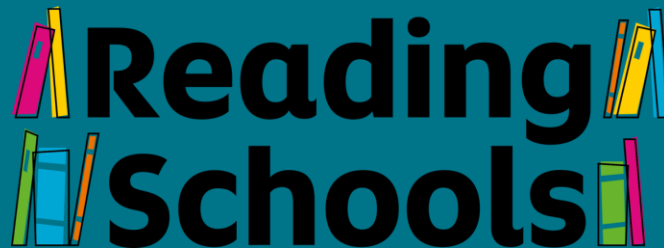
Staff readership can be laced across key areas

- ★ Understanding the importance of adult readership (1.2.4)
- ★ Learning about contemporary texts and reading materials (1.2.5)
- ★ Auditing and updating of book stock (1.5.1)
- ★ Adults joining in ERIC/DEAR/RfP time (2.2.1)
- ★ Confidence in reading aloud and sharing stories (2.3.1)
- ★ Supporting learners in their reading choices(2.3.2)



Presentation

Special Guest
Dr Jennifer Farrar
University of Glasgow



What does it mean to be a reading role model?

Dr Jennifer Farrar, School of Education
November 2024, Scottish Book Trust

WORLD
CHANGING
GLASGOW



Reading Schools Key Area 1.2.3

Staff being seen as readers themselves

Staff sharing the things they enjoy reading, staff across the school demonstrate how they are readers themselves, the normalisation of reading for pleasure as an activity for everyone.

Key Area 1.2.3

Staff **being seen** as readers themselves

Staff sharing the things they enjoy reading, staff across the school **demonstrate how they are readers themselves**, the **normalisation** of reading for pleasure as an activity for everyone.

Some initial questions...

- What does it mean to be a reader?
- What does 'being a reader' involve?
- How do you demonstrate being a reader?
- Will others recognise your readerly demonstrations as evidence of being a reader?
- What happens if you are not/ do not identify as a reader, can you still be a role model?
- What does it mean to 'normalise' RfP?
- What happens if you do not find reading pleasurable?
- ...

A starting point

- Recognising self as a reader
- What counts/ed (for you) when it comes to reading?
- ‘Multifaceted nature of [reading for] pleasure” (Loh et al 2024: 531)

Student teachers as readers



5-year ITE undergraduate degree in Scotland with primary teaching qualification



Year 3 chosen as the first time the students explored Literacy and English as a discrete curricular area.



Data collection: 150 questionnaires; x 2 reading reflections collected 13 months apart



Analysis for interplay of personal reader identity with their developing reading teacher identity



Role of reflection in foregrounding often unconscious aspects of reading teacher identity as pedagogic influences.

(Farrar 2021, Farrar & Simpson 2024)

Are you a reader?

Would you describe yourself as a reader? (N= 150)

Yes: [59%]

No: [41%]

Are you a reader of children's literature?

Would you describe yourself as a reader of children's literature? (N = 150)

No: [75 %]

Yes:[25%]

Yes, I'm a reader of children's literature...

- Sense of enjoyment
- Connection to developing as a teacher
- Already read at home to family members

No, I'm not a reader of children's literature...

- Lack of time
- Lack of relevance
- Children's Literature is for school placement
- Not age appropriate/ not intellectually challenging

Reflections on becoming a reader and becoming a reading teacher

- Memories of literacy-rich home environments
- Enjoyment of reading as a child
- Reading related social activities, such as frequent library attendance, often with a family member
- Most students equated reading at home with freedom and choice.
- But this sense of freedom and choice at home was often in contrast with reading at school.
- Motivated by children's engagement and enjoyment.
- Deliberate intention to defy negative experiences they had at school.

(Farrar 2021)

The impact of labels

Reading for Pleasure

Free choice reading

Voluntary reading

Recreational reading

Volitional reading

...

Volitional reading

“A common focus on young people’s free choice reading whether for the purposes of pleasure or learning or both...”

“In an age of generative artificial intelligence and global flows of information, as young people need to learn how to become independent and self-directed learners, knowing where and how to look for information to support their life-long learning”

(Loh et al 2024: 531, 534).

Reflective questions to take forwards

- What does it mean, for you, to be a reader?
- For you, what does ‘being a reader’ involve?
- How do you demonstrate being a reader?
- How can others recognise your readerly demonstrations as evidence of being a reader?
- How can you support children, young people and colleagues towards recognising themselves as readers?



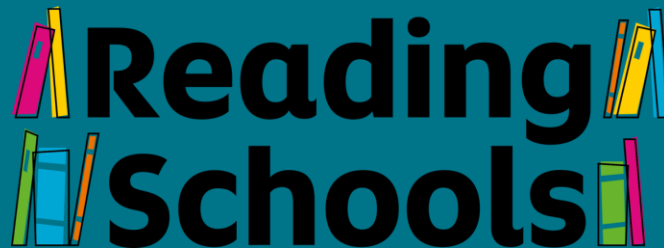
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Interview Section (1)

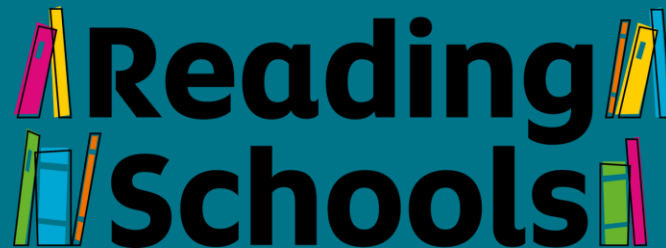
Special Guest
Brian Conaghan
Author





Interview Section (2)

Special Guest
Sarah Keirs
Marr College



Breakout discussion

1. What does staff readership look like in your setting?
2. Are there distinct barriers or challenges, such as sector (primary or secondary), relevance, perhaps capacity?
3. What **solutions** can you find for these as a group? Have you enjoyed **any successes** in your setting?

Nominate a speaker to feedback to the main room afterwards with your key discussion points.

Feedback from your room

From your discussion, please share:

- **Impact and success stories**
- **Barriers or challenges faced**
- **Solutions and commonalities found?**



Resources and shared practice



www.readingschools.scot/resources

- **'Teachers as Readers guide'** featuring Brian's resource
- **'Webinar short'** and accompanying **key area resource**
- **On-demand Shared Practice showcases** with speakers from schools across the country [*Filter Resources by type: Training videos*]
- Reading Schools **case studies and articles** – such as **Visible staff role modelling across the school at St. Vincent's primary school** and **Running a staff book group**
- Printables, such as our **'I am currently reading...' door signs** and **'Ask me what I'm reading' badges**
- Download our **'My life as a reader' PowerPoint template**
- **Attitude surveys** to use with your staff
- Peruse our **curated book lists**

Upcoming Reading Schools support and other opportunities

- Reading Schools 'Start and Spark' support sessions (4.30-5.30pm):
 - [Rural Spark, Wednesday 5 February](#); [Family Spark, Wednesday 5 March](#)
- [Book Discovery: Winter Reads \(Primary\)](#) - Wednesday 20 Nov, 4-5pm
- [Inspiring and Sustaining RfP \(Secondary\)](#) – Wednesday 26 Feb, 4.30-6.00pm
- [Read, Write, Count with the First Minister - Connecting Maths with Stories](#) – Thursday 27 Feb, 4-5pm
- [School Improvement Planning with Reading Schools](#) – Wednesday 12 March, 4.30-5.30pm
- [Live Literature \(Fully Funded\)](#) – deadline Friday 29 Nov

We appreciate your feedback

Please take a second to [complete our quick survey](#) on your experiences of this Shared Practice: family engagement session.



You can find details of [the recent changes we've made based on your feedback!](#) Thank you for your time.

scottishbooktrust.com

Thank you

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